



St Hugh's School

Termly Curriculum Grids

Autumn Term 2026

Learning Together, Learning for Life

RESILIENT • ASPIRATIONAL • RESPECTFUL • KIND

Our curriculum is student-centred, with each student's EHCP at its core. These grids give parents and carers a clear overview of the learning planned for this term across our three curriculum pathways. Teaching is adapted to individual needs, starting points and personalised outcomes.

Curriculum & Assessment • st-hughs.n-lincs.sch.uk





Pathway 1 – Termly Curriculum Grid

Pre-formal | Highly personalised | PLP and EHCP-centred learning

Term & topic focus

Autumn Term 2026 – Celebrations

Topic overview: Pathway 1 students access the same Celebrations topic as Pathway 2, adapted through a highly personalised, pre-formal curriculum. Sensory stories, music, light, movement, familiar objects, food and real-life celebration experiences provide motivating contexts for each student's individual PLP and EHCP outcomes, with learning shaped around engagement, communication, cognition, physical development, emotional wellbeing and independence.

Curriculum area / subject	What students will be learning
Communication & Interaction	Students will develop their individual communication skills through shared attention, anticipation, turn-taking and meaningful interaction. Celebration songs, sensory stories and familiar objects support choice-making and requesting using each student's preferred communication system, including speech, signs, symbols, gestures, objects of reference or AAC.





Curriculum area / subject	What students will be learning
Cognition & Learning	Students will build engagement, curiosity and early thinking skills through cause-and-effect and exploration. They may activate lights or sounds, explore and compare celebration materials, match familiar objects or photos, anticipate repeated events and develop early ideas about sequence, number, shape, sharing and 'first/then' through practical experiences.
Sensory & Physical	Students will explore celebration-related light, sound, texture, colour, smell and movement in ways appropriate to their sensory profile. Dance, reaching, grasping, carrying, balancing, mark-making and printing provide opportunities to develop gross- and fine-motor skills, alongside individual therapy or physical programmes where applicable.
Social, Emotional & Mental Health	Shared celebration experiences support enjoyment, relationships, emotional expression and participation with others. Students will be helped to communicate feelings and preferences, manage excitement or sensory overload, use personalised regulation strategies and build confidence within familiar group routines.
Independence & Personal Care	Individual PLP targets are embedded into meaningful celebration routines. Depending on need, this may include choosing food or drink, using utensils, helping to prepare or clear away, dressing for activities, moving between spaces, following familiar routines, making choices and practising personal-care skills with increasing participation and independence.





ST HUGH'S SCHOOL



Core texts & sensory stories

Shared and sensory texts may include Little Glow; The Party (Bag Books); Harvest Days; Binny's Diwali; Rama and Sita: The Story of Diwali; A Christmas Story; and other celebration-themed stories from the Pathway 2 MTP. Texts are adapted using objects, sounds, lights, repetition and interaction to suit individual learners.

Wider learning & community

Learning may include class and whole-school celebrations, sensory celebration stations, music and movement, family celebration photographs and artefacts, local walks and community experiences, and visits to places such as the library, museum or places of worship where appropriate. Opportunities are selected according to each student's needs, interests and access requirements.

Key vocabulary

celebrate, party, family, together, light, dark, music, loud, quiet, happy, calm, more, stop, again, first, then. Vocabulary is personalised and supported through each student's communication system.

